



Year 4 Home Learning Spring 1 Week 4


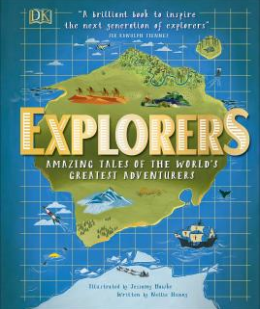
Here is the curriculum home learning for this week. Please upload the piece of work with a  symbol to Seesaw for the teacher to see as a priority.

Home learning is planned to:

- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning



English	
Live explanations at 9am each day	
Monday Explanation Video	<p>EXPLORE: Analyse an explanation text</p> <ul style="list-style-type: none"> • Think - <i>What challenges would Sir Ernest Shackleton and the crew of the Endurance have faced on their voyage?</i> • Think - <i>What explanation text have we already written in Year 4? What is the difference between an explanation text and an information text?</i> • Watch this video of a teacher explaining the difference for you and outlining the key features of each text type. • Read the model explanation text or watch this video of a teacher reading it. • Think - <i>What might be the audience for this text? What might be the purpose for this text?</i> • Watch this video of a teacher explaining the key features of an explanation text. • Annotate and highlight the key features of the explanation text. Create a key or use the one here to help you. • Read this resource and check/ improve your answers.
Tuesday Explanation Video	<p>PLAN / EXPLORE: Explanation text</p> <ul style="list-style-type: none"> • Think – <i>What do you need to think about before setting off on an expedition?</i> • This week, you will be writing an explanation text on how to plan an expedition. • Read the model explanation text or watch this video of a teacher reading it. • Use the table to identify expert language and subordinating conjunctions. • Check your answers here. • Think - <i>How is the text organised?</i> • Read this resource that identifies the key features of the model text. • Look at this planning format for your explanation text. • Watch this video of a teacher modelling how to use the planning format. • Plan your own explanation text using the planning format (not introduction).
Wednesday Explanation Video 	<p>PLAN/ WRITE: Explanation text</p> <ul style="list-style-type: none"> • Think – <i>What is a GSV introduction?</i> • Read the introduction of the model text • Think - <i>What is the role of each sentence in the introduction?</i> • Watch this video of a teacher modelling how to plan/ write an introduction. • Plan and write your own GSV introduction. • Watch this video of a teacher modelling how to write the paragraph about the aims of the expedition. • Write your first paragraph, using your plan from yesterday to help you. • Deepening: Use multi-clause sentences in your paragraph. Click here for some examples and watch this video.

<p>Thursday Explanation Video</p> 	<p>IMPROVE/ WRITE: Explanation text</p> <ul style="list-style-type: none"> • Re-read your writing from yesterday and improve based on your Seesaw feedback. • Watch this video of a teacher modelling how to use linking sentences to join your paragraphs. • Write the next two paragraphs of your explanation text, using your plan to help you. • Check and improve your work in a different coloured pen/pencil, using ARMS and CUPS.
<p>Friday Explanation Video</p> <p>*SPECIAL GUEST*</p>	<p>IMPROVE/ PLAN/ WRITE: Explanation text</p> <ul style="list-style-type: none"> • We are very excited that Dermot Somers, an adventurer and mountaineer, will be joining us for the first 20 minutes of the Zoom session on Friday. He has been on many extraordinary expeditions and his climbing career has taken him all over the world (Siberia, Nepal, The Himalayas, Iran and Australia). He was the first Irishman to climb the six great north faces of the Alps. • Re-read your explanation text and improve based on your Seesaw feedback. • Think – <i>What is a VSG conclusion? How is it different to a GSV introduction?</i> • Read the example VSG conclusion or watch this video of a teacher reading it. • Think - <i>What is the role of each sentence in the conclusion?</i> • Watch this video of a teacher modelling how to plan and write a VSG conclusion. • Plan and write your own VSG conclusion to finish your explanation text.
<p>Spelling</p>	<ul style="list-style-type: none"> • Watch the Spelling video. • Complete the spelling quiz as you watch. You can also find the spelling quiz words here. <p><u>Words to learn</u> history imagine interest learn medicine mail male meat meet new knew</p>
<p>Story Time with Ms Atherton</p>	<p>Visit the school website from Monday by CLICKING HERE to listen to a selection from 'Explorers: Amazing Tales of the World's Greatest Adventures' by Nellie Huang.</p> 

Reading Group Links – please attend on your child’s usual reading day

4G	12.00pm	Links on Parentmail
4H	12.00pm	Links on Parentmail
4E	2.30pm	Links on Parentmail
4Z	12.00pm	Links on Parentmail
4C	2.30pm	Links on Parentmail

Maths

Live explanations at 10.30am each day

For Wednesday Lesson B:

Live explanation at 12pm for 4C and 4E

Live explanation at 2.30pm for 4G, 4H and 4Z

Monday Explanation Video

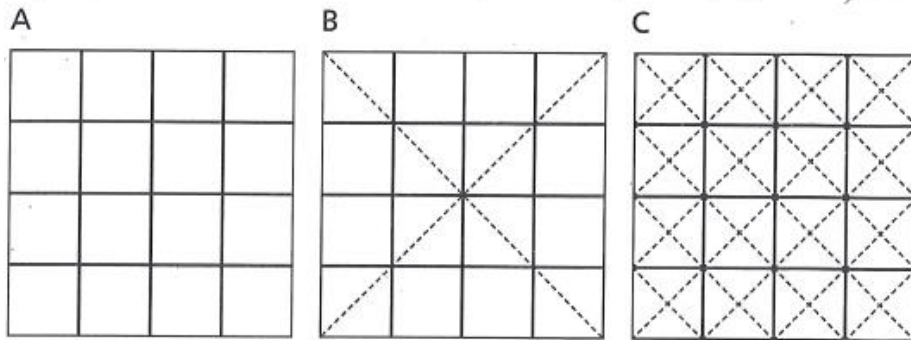


Textbook 3B Chapter 11 Lesson 6

[Video link](#)

Deepening activity

Shade $\frac{1}{2}$ of each of the three large squares. Show $\frac{1}{2}$ in as many different ways as possible. You may find it useful to copy the large squares on to a piece of squared paper.



Tuesday Explanation Video



Textbook 3B Chapter 11 Lesson 8

[Video link](#)

Deepening activity

Joe ate $\frac{1}{4}$ of a pizza and Sam ate $\frac{1}{2}$ of what was left. Mike ate the rest of the pizza. Draw a diagram to show how much pizza Joe, Sam and Mike each ate.

Wednesday A

Explanation Video



Textbook 3B Chapter 11 Lesson 9

[Video link](#)

Deepening activity

My friend Kevin says that he can find equivalent fractions without using a diagram or fractions wall. Do you agree? Explain using examples and different methods.

Wednesday B

Explanation Video



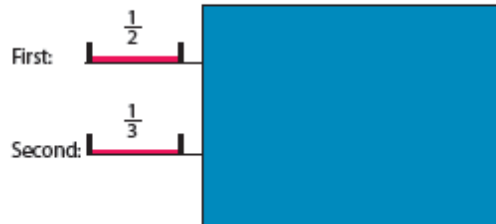
Textbook 3B Chapter 11 Lesson 10

[Video link](#)

Deepening activity





Only a fraction of each line is shown. The rest is hidden behind the blue screen. Which whole line is the longer?

Explain your reasoning.



Thursday and Friday's two lessons are assessment lessons.

They are for teachers to see how you are getting on with our maths, including which areas we need to do more practise and consolidation in future. There are some challenging questions. If you are stuck on a question, it is absolutely fine to either have a go or miss it out. Please do as many of the questions as you can in your hour's maths lesson. If you don't manage to answer all of the questions in this time, don't worry. It is important that you answer the questions independently and you can add 'supp' where you have had some help, just like in school!

Thursday Explanation Video 	Textbook 4A Mid-Year Revision Section A and B p205-211
Friday Explanation Video 	Textbook 4A Mid-Year Revision Section C and D p212-218
Curriculum Live explanations at 12pm for 4C and 4E Live explanations at 2.30pm for 4G, 4H and 4Z	
Science Monday Explanation Video	What materials make a good electrical conductor and insulator? <ul style="list-style-type: none">• In this lesson, we will learn what an electrical conductor and an electrical insulator are.• We will conduct an investigation to see which materials are insulators and which are conductors.• Finally, we will draw conclusions about the best material to make certain objects from, based on what we have learnt. You will need a piece of paper, a pencil and a ruler.• Follow the link here for the lesson on electrical conductors and insulators.
Science Tuesday Explanation Video 	What is a switch? <ul style="list-style-type: none">• Have a look at the pictures of a range of switches which are used to turn components on and off. (See resources)• Why is it important to have different types of switches? Think about different appliances with a switch that might be in your house e.g. hairdryer, food processor.• Why do these appliances have switches? Why are the switches different?• Watch this video about how a switch works.• Using your understanding of switches, write an explanation about how a switch works in a circuit. You should include:<ul style="list-style-type: none">- A circuit diagram including a switch- A short piece of writing explaining how a switch works- An explanation about why products need a switch• Deepening: what is a switch made out of? Why is it made out of this material?
Geography Thursday Explanation Video 	What causes climate change? <ul style="list-style-type: none">• Climate change describes how our planet's average temperature, rainfall, wind and other weather conditions have changed over a long period of time. Watch this video to help you gain a deeper understanding of what global warming is.• Read the bullet points (Resource 1) for information to see the impact humans are having on climate change.• Complete the Diamond 9 activity (Resource 2) by ordering the contributors to climate change from greatest impact to least impact. Give reasons for your choices.

Curriculum

You can complete these independently over the week e.g. when you are not reading with your teacher

RE Explanation Video 	<p><u>Pilgrimage to the Hajj</u></p> <ul style="list-style-type: none"> • Where in your home is so peaceful that you could make a 'pilgrimage'? • Watch this video and think about the key places in a pilgrimage to the Hajj. • Draw and label your own map of the Hajj route (including Ka'bah; Mount Safa & Marwah (covered walkway); Mount Arafat; 3 stone pillars; Ka'bah again). • Look at this example to help you. 									
PSCHE Explanation Video	<p><u>What is change and what emotions can we experience during it?</u></p> <ul style="list-style-type: none"> • What does change mean? Write down one change that has happened in your life. • Change will happen lots all through your life and you will feel lots of different emotions during changes. • Read the book <i>Here I Am</i> or watch a teacher read it to you. • Write down bullet points about what you think the book is about. • Watch this video. Were your ideas similar or different? • Write a diary entry as if you were the boy in <i>Here I Am</i>. Remember to include all the different emotions the boy might have felt. 									
Art	<p><u>Leonardo da Vinci and his inventions</u></p> <ul style="list-style-type: none"> • Watch Ms Green CLICK HERE to learn about Leonard da Vinci and his extraordinary inventions. She will show you how to use a cardboard box to make your own inventive artwork! • Design and draw or make your own robot invention. • Deepening: Explore https://www.littleinventors.org/ for exciting inventing activities and competitions. 									
Music	<p><u>Instrumental Lessons</u> You will be having your small group (2 – 5 children) orchestral instrument lessons with your tutors over Zoom. Please click on the link at your lesson time.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">String instruments <i>Viola, Cello, Violin</i></th> <th style="padding: 5px;">Brass instruments <i>Trumpet, Baritone, French Horn, Trombone</i></th> <th style="padding: 5px;">Woodwind instruments <i>Saxophone, Flute, Clarinet</i></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Links on Parentmail</td> <td style="padding: 5px;">Links on Parentmail</td> <td style="padding: 5px;">Links on Parentmail</td> </tr> <tr> <td style="padding: 5px;">Links on Parentmail</td> <td style="padding: 5px;">Links on Parentmail</td> <td style="padding: 5px;">Links on Parentmail</td> </tr> </tbody> </table> <p>In this file, you will find copies of the music that you need as well as videos that show how to tune and look after your instrument. www.tinyurl.com/wmwjetschoolresources</p>	String instruments <i>Viola, Cello, Violin</i>	Brass instruments <i>Trumpet, Baritone, French Horn, Trombone</i>	Woodwind instruments <i>Saxophone, Flute, Clarinet</i>	Links on Parentmail	Links on Parentmail	Links on Parentmail	Links on Parentmail	Links on Parentmail	Links on Parentmail
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Links on Parentmail	Links on Parentmail	Links on Parentmail								
Links on Parentmail	Links on Parentmail	Links on Parentmail								
French	<p><u>Watch the video</u> about Describing people from Madame Lambert.</p> <p><u>Complete</u> the exercises. Activity 1: answer the questions. Activity 2: read and draw! Activity 3: fill the gaps to describe yourself.</p>									

PE	<p>Warm up Can you remember the warm up from week 2? Let's get moving and get your heart beating faster. You only need a small space but lots of energy and ideas! Click here to watch a video of the warm up.</p> <p>Physical activity: Stretch and strength Find a space in your house and get ready to do some pilates! Watch the video here and enjoy the exercises.</p> <p>Dance: IRON MAN The Iron Man is huge and heavy. He is made of iron and very strong and moves like a robot. Watch the video here and make your own Iron Man choreography Look at the resource below for more ideas. Don't forget to warm down and stretch.</p>
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Talking Together

Come and join your teacher and your class on Friday for a reflection and celebration of the week. Click on your class link in blue below.

4G	2.30pm	Links on Parentmail
4H	2.30pm	Links on Parentmail
4E	12.00pm	Links on Parentmail
4Z	2.30pm	Links on Parentmail
4C	12.00pm	Links on Parentmail

Resources

English

Lesson 1

Identify Features of an Explanation Text

Choose your own colours (or use the colour suggestions below) to **highlight** or **underline** the key features in the explanation text.

Feature	Colour
GSV introduction	G = yellow, S = green, V = blue
Topic sentences (tell reader what the paragraph is about)	<u>Underlined</u>
Subordinate (adverbial) clauses to sequence information	
Additional information after sequential statements	
Examples to illustrate the point	
VSG conclusion (including direct address of reader)	G = yellow, S = green, V = blue

Example Explanation Text: How to Organise a School Trip

School trips are fun for children, but stressful events to plan. Teachers who plan school trips need to ensure that they prepare well. In order to organise a successful trip, a teacher will prepare for every eventuality to ensure that nothing goes wrong on the day.

When a teacher begins to think about an upcoming trip, they should consider its aims. These will be what they want to achieve to make sure all children benefit. For example, a successful trip is relevant to the curriculum. If children are studying the Second World War, a teacher might plan a visit to the Imperial War Museum. All school trips should have a clear purpose.

Once a teacher has chosen the trip destination, they need to consider potential risks. These might include children becoming separated from the group, transport problems or staff absence. When a teacher understands the risks, they can make plans in order to reduce them.

Preparing resources for a trip can prevent problems. Resources can keep people safe, aid learning, or enable communication. Resources might be things such as first-aid kits, stationery and school mobile phones. Finally, ensuring that there are sufficient adults on the trip is vital. This will include other members of staff and parents.

Once all the aims, risks and resources needed for a successful trip are decided, the teacher needs to work out the cost. Trips can be expensive as they involve several people, transport and resources. However, costs can be reduced by taking advantage of free public transport (by booking tickets two weeks before the trip) and the PTA may be willing to contribute to costs.

It is vital that you consider these areas when planning a trip. Planning properly will ensure that pupils stay safe, enjoy the trip and maximise their learning. School trips are an important and enriching experience because they bring the curriculum to life.

Click [here](#) to return to the lesson.

Example Explanation Text: How to Organise a School Trip (with Key)

- **GSV** introduction
- Topic sentences (tell reader what the paragraph is about)
- Subordinate (adverbial) clauses to sequence information
- Additional information after sequential statements
- Examples to illustrate the point
- **VSG** conclusion (including direct address of reader)

School trips are fun for children, but stressful events to plan. Teachers who plan school trips need to ensure that they prepare well. In order to organise a successful trip, a teacher will prepare for every eventuality to ensure that nothing goes wrong on the day.

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Click [here](#) to return to the lesson.

Lesson 2

Example Explanation Text 2: How to Prepare for an Expedition

Expeditions can be extremely challenging and hazardous. People who go on expeditions need to ensure that they prepare for all possibilities. In order to be successful, an expedition leader will plan thoroughly considering issues such as the aims, the risks and equipment needed.

When an expedition leader or team wants to go on an expedition, they need to know the aims of the project. The aims will be what they would like to achieve and how the group will be successful on their trip. For example, an expedition might want to carry out important scientific research, go somewhere that no one has been before or it might take photographs of an unseen place. All expeditions should have a clear aim.

Once the expedition leader has decided the aims of the trip, the team needs to consider what the risks will be. If an expedition leader knows the risks of the trip, then they can prepare for those risks to keep their team safe. Risks might include the following: climate; food and water shortages; and malfunctioning or damaged equipment. If a leader understands the risks, they can decide what equipment they need for the expedition.

Preparing equipment for an expedition can save lives. Equipment can keep people safe, make the expedition easier, or help record the expedition's aims. Equipment might include an appropriately equipped mode of transport, tents or a wide range of tools to cover different situations.

It is vital that an expedition leader considers a number of issues. Planning properly will ensure that their team stays safe. Exploration is an important and exciting venture that helps us to understand the world even better.

Click [here](#) to return to lesson.

Identifying Expert Language and Subordinating Conjunctions

Expert Language	Subordinating Conjunctions

Click [here](#) to return to lesson.

Identifying Expert Language and Subordinating Conjunctions

(Answers)

Expert Language	Subordinating Conjunctions
hazardous equipment aims risks climate venture malfunctioning	when once in order to if

Click [here](#) to return to lesson.

Example Explanation Text 2: How to Prepare for an Expedition (with Key)

- GSV introduction
- Topic sentences (tell reader what the paragraph is about)
- Subordinate (adverbial) clauses to sequence information
- Additional information after sequential statements
- Examples to illustrate the point
- VSG conclusion (including direct address of reader)

Expeditions can be extremely challenging and hazardous. People who go on expeditions need to ensure that they prepare for all possibilities. In order to be successful, an expedition leader will plan thoroughly considering issues such as the aims, the risks and equipment needed.

When an expedition leader or team wants to go on an expedition, they need to know the aims of the project. The aims will be what they would like to achieve and how the group will be successful on their trip. For example, an expedition might want to carry out important scientific research, go somewhere that no one has been before or it might take photographs of an unseen place. All expeditions should have a clear aim.

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Planning Format for Explanation Text

Introduction	G	
	S	
	V	
→ First,		
Detail		
Detail		
Detail		
→ Then,		
Detail		
Detail		
Detail		
→ Finally,		
Detail		
Detail		
Detail		
Conclusion	V	
	S	
	G	

Click [here](#) to return to lesson.

Lesson 3

GSV Introduction

Expeditions can be extremely challenging and hazardous. People who go on expeditions need to ensure that they prepare for all possibilities. In order to be successful, an expedition leader will plan thoroughly considering issues such as the aims, the risks and equipment needed.

General: statement about expeditions

Specific: statement about planning expeditions

Viewpoint: statement reflecting writer's view of importance of planning

Click [here](#) to return to lesson.

Multi-clause Sentence Examples

Multi-clause sentences are sentences of more than one clause. The sentences below have a **main clause** and a **subordinate clause**. Here, the **subordinate clauses** each start with a subordinating conjunction. The **main clause** is a complete thought by itself, whereas the **subordinating clause** only makes sense when it is attached to a **main clause**.

For a further explanation of writing multi-clause sentences, watch [this video](#).

When a teacher begins to think about an upcoming trip, they should consider its aims.

Once a teacher has chosen the trip destination, the teacher needs to consider potential risks.

If a leader understands the risks, they can decide what equipment they need for the expedition.

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Improvement Resource

REVISING

The 'content' checking

A.R.M.S.

Add

Add interesting or precise sentences and words

Remove

Remove sentences you don't need

Move

Move words or sentences to a more suitable place

Substitute

Change words and sentences for new ones to avoid repetition or use of boring words

EDITING

The SPAG checking

C.U.P.S

Capitalise

First word in a sentence and proper nouns: names, places, titles, days, months

Usage

Inflection of nouns and verbs.

E.g. we was were / One dogs

Punctuation

. ! ? , - ; '

Spelling

Check words you are not sure how to spell, including homophones

Click [here](#) to return to lesson.

Lesson 5

VSG Conclusion

It is vital that an expedition leader considers a number of issues. Planning properly will ensure that their team stays safe. Exploration is an important and exciting venture that helps us to understand the world even better.

Viewpoint: statement reflecting writer's view of importance of planning

Specific: statement about planning expeditions

General: statement about expeditions

Click [here](#) to return to lesson.

Spelling: Quiz

1. wondered
2. staggered
3. delayed
4. happiest
5. prettiest
6. funniest
7. by
8. bye
9. buy
10. flour
11. flower
12. guard
13. guess
14. baguette
15. guide
16. guitar
17. league
18. hire
19. higher
20. knot
21. not
22. fracture
23. furniture
24. future
25. capture
26. departure
27. knead
28. need
29. leak
30. leek

[Back to spelling lesson](#)

Science Resources

Science – Lesson 2



Click [here](#) to go back to the science lesson.

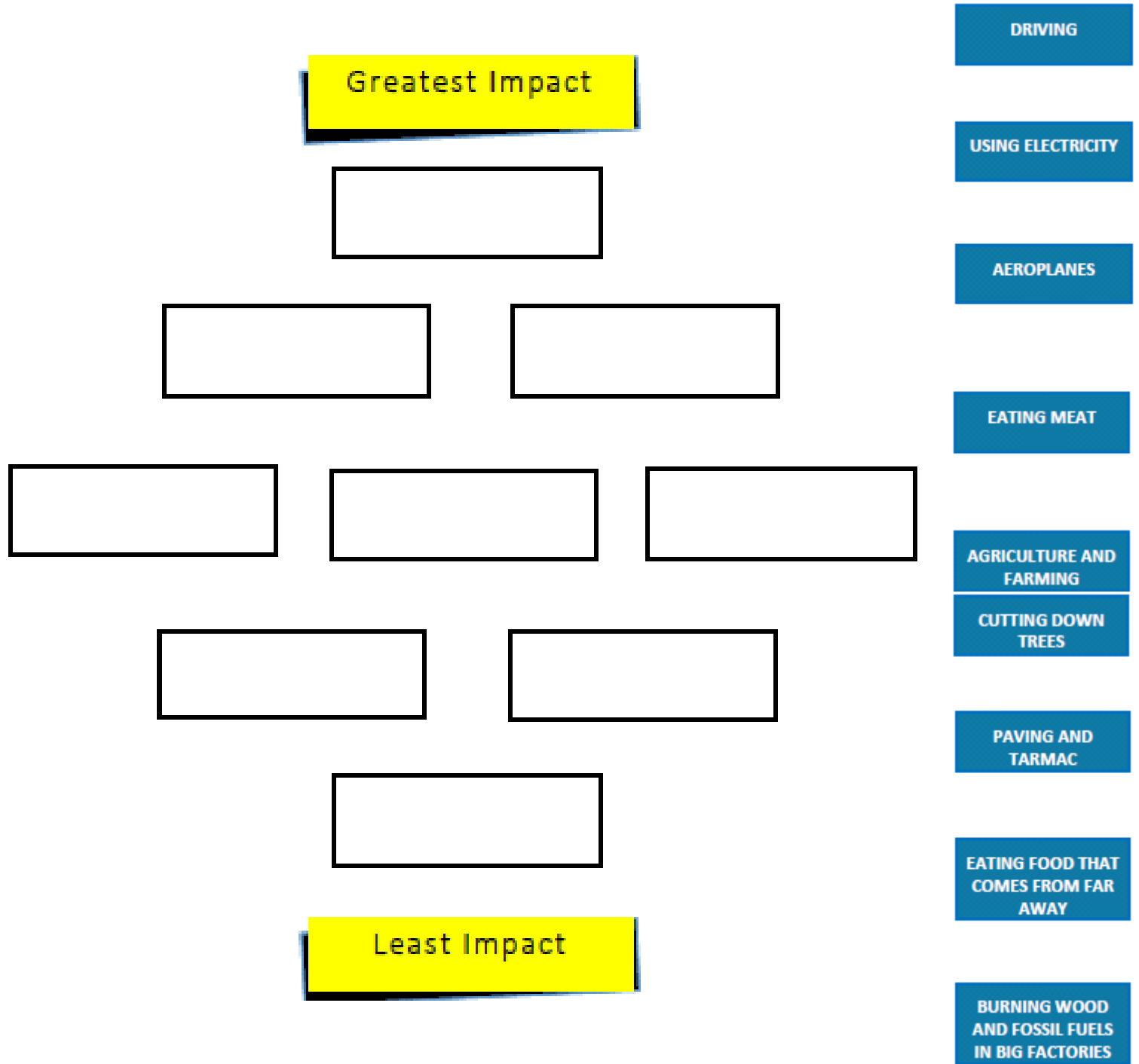
Geography Resources

Resource 1

- It can be caused by natural events, such as a volcanic eruption or human activity, e.g. burning fossil fuels and deforestation.
- The Earth's climate has changed many times over thousands of years. However, over the last 50 years, we – humans – have caused the planet to warm much more quickly by our everyday activities releasing too much carbon dioxide and other greenhouse gases into the atmosphere.
- The Earth is getting warmer, both on land and in the oceans. Between the years 1880 and 2012, the average world temperature rose by 0.85°C. This might not sound much, but even a small increase in temperature can have a huge impact on the planet and upset the delicate balance of our climate system.
- We are seeing changes as to how heat is moved around the world by the oceans and air and rising sea levels.
- If we continue to add greenhouse gases to the atmosphere at this rate, it is thought that temperatures will continue to increase by between 1.4°C and 5.8°C this century.

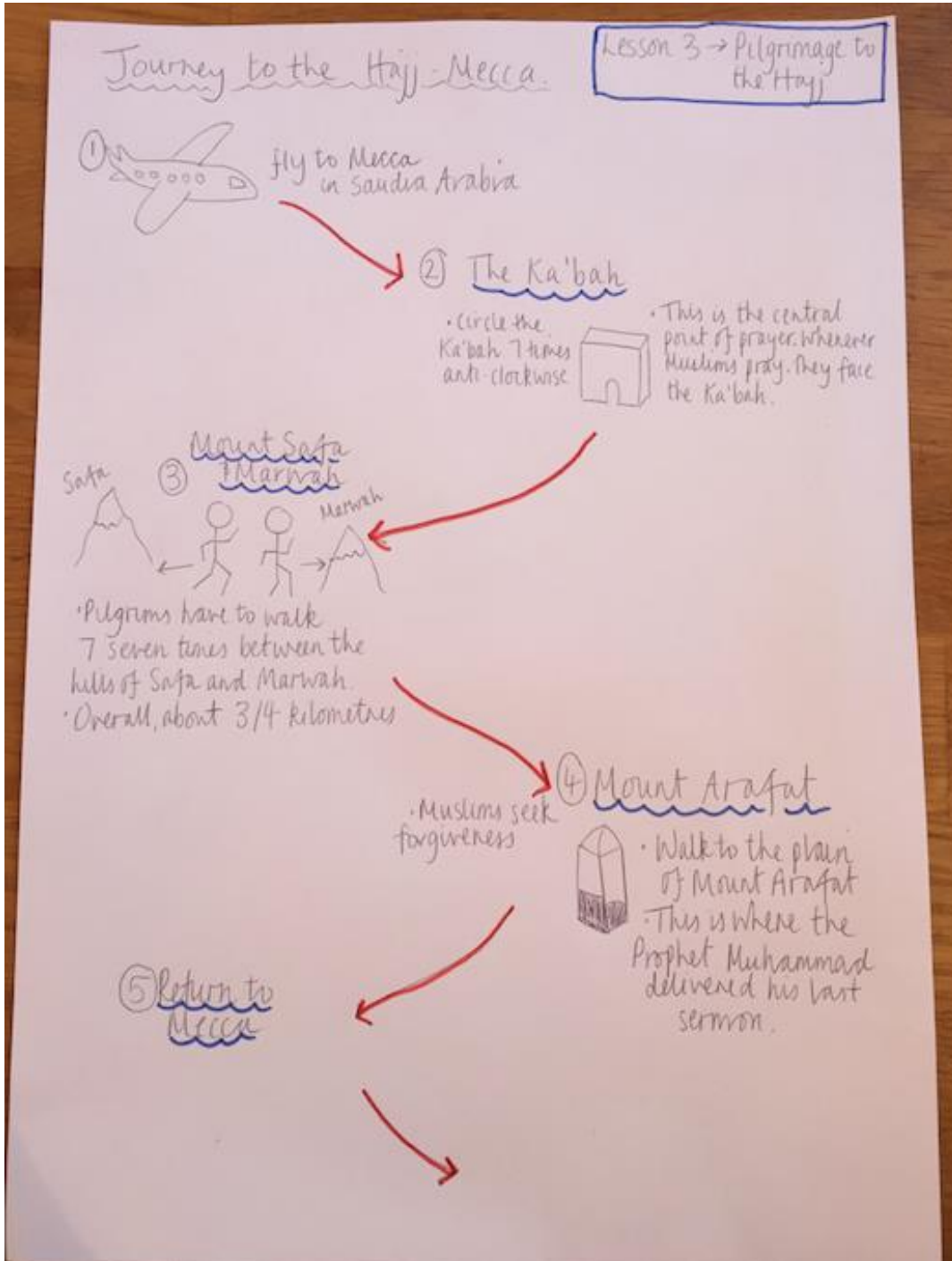
[Click here](#) to go back to geography lesson.

Resource 2



[Click here](#) to go back to geography lesson.

Example of Journey to the Hajj



[Click here](#) to go back to RE lesson.

French

[Back to plan](#)

Mots clés/ Key words

Tu as les cheveux de quelle couleur?

Ton ami / amie a les cheveux de quelle couleur?

J'ai = I have

Il a / Elle a = He has / She has

les cheveux noirs = black hair

les cheveux blonds = blond hair

les cheveux gris = grey hair

les cheveux roux = ginger hair

les cheveux châtain = light brown

les cheveux bruns / marron = brown hair

Je suis chauve. = I am bald. Il est / Elle est chauve.

et = and

Activity 1: Answer the questions

Q1 Look at the question in the speech bubble.
Write what it means in English on the lines.

Elle a les cheveux roux.

.....
.....

Q2 Use the labels to colour in the hair correctly.



Il a les cheveux noirs.



Il a les cheveux bruns.



Il a les cheveux blonds.



Il a les cheveux gris.

Activity 2: Read the following descriptions of people, can you draw on their hair and colour their eyes? Write your own description for the last two and draw them however you'd like!



Il a les yeux verts et les cheveux noirs.



Elle a les yeux bleus et les cheveux blonds.



Activity 3: Fill the gaps to describe yourself!



Activity 3: Tu es comment ?

Je suis _____.

J'ai les cheveux _____ et

j'ai les yeux _____.

P.E. DANCE

[Back to plan](#)

The Iron Man

1. Try moving just one part of your body such as your shoulder, leg or head. This is called isolation.
2. Remember you are made of iron and move quite stiffly.
3. Create a repeating pattern of moves using bend, isolate, flex, twist and tilt. Can you fit this to 16 counts?
4. Add a turn and change of level for 8 counts.
5. Travel with slow controlled moves – stay in character and change directions for 8 counts.
6. Experiment with rolling, bouncing and falling down the cliff for 8 counts.
7. Freeze in broken, sharp, jagged pieces at the bottom of the cliff. Try changing your shapes 4 times with different parts of the body in contact with the floor each time for a total of 16 counts.
8. Slowly transform back into the Iron Man and repeat the beginning of the dance with you isolated moves for another 16 counts. The end!
9. Practice your dance and make sure that you really know it before performing it to someone else at home.
10. Ask for feedback, how did your dance make your audience feel?

Challenge:

Maybe you could teach them some of your best creative moves and make a duet.